DOCUMENT RESUME

ED 140 196 CG 011 803

AUTHOR	Miller, Juliet V.; and Others
TITLE	Imaging Futuristic Career Guidance Goals.
INSTITUTION	American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency-Based Staff Development.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Dec 76
NOTE	63p.; For Coordinator's Guide, See CG 011 802
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Career Education; *Career Opportunities; *Counselor Training; *Futures (of Society); Guides; Learning Activities; Learning Modules; *Occupational Choice; *Planning; Resource Materials; Trend Analysis; *Vocational Counseling; Workshops

ABSTRACT

This module is directed toward guidance personnel in school (k-adult) and agency settings such as counselors, teachers, students and administrators. It is also designed for students in pre-service education programs who are familiar with career development theories and information. The Module assumes that the participant is not familiar with the area of futurism. It provides an orientation to futuristic data, and help in using these data to develop career guidance goals. The Module defines short-term, middle-term, and long-term futures, and presents a model of the Future-Conscious Career Planner. It then offers practice in using the model to derive career guidance goals, developing skills related to future imaging, selecting a preferred personal future, and future adapting. It emphasizes future trends data related to work/leisure, education and life styles. Definitions, objectives, activities and evaluative methods are clearly presented. The Module is one of a series, and is accompanied by a Coordinator's Guide. (Author/BP)

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ED140196

Imaging Futuristic Career Guidance Goals

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by
Juliet V. Miller, Garry R. Walz
and Libby Benjamin

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CG 011 803

National Consortium on Competency-Based Staff Development

National Consortium Members

ANNE UPTON
California State Dept. of Education

ROBERT SWAN
California State University, Long Beach

NIEL CAREY
Maryland State Dept. of Education

NANCY SCHLOSSBERG
University of Maryland

JAMES MAHRT
Michigan State Dept. of Education

GARRY WALZ
University of Michigan

TOM MOCK
Missouri State Dept. of Education

NORM GYSBERS
University of Missouri

DAVE PRITCHARD, Project Monitor
U.S. Office of Education

G. BRIAN JONES, Responsible Investigator
American Institutes for Research

H. B. GELATT, Project Director
American Institutes for Research

IMAGING FUTURISTIC CAREER GUIDANCE GOALS

Juliet V. Miller, Garry R. Walz, Libby Benjamin
The University of Michigan

December 1976

Developed by the National Consortium on Competency-Based Staff Development, in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

The initial proposal writing, Module planning, and input throughout the formative and testing stages of the Module development were provided by Garry R. Walz, Director, ERIC/CAPS, and Libby Benjamin, Associate Director, ERIC/CAPS. Throughout the Module development, James Mahrt, Acting Supervisor, State Department of Education, generously contributed his knowledge and expertise. And, finally, the skillful typing of Dawn Uranis made the finished product possible.

Support for these efforts was received through the United States Office of Education, Department of Health, Education, and Welfare, under Part C of the Vocational Education Act of 1963. Points of view or opinions stated do not necessarily represent U.S.O.E. position or policy.

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INTRODUCTION

Futurism and Career Guidance

Career guidance programs are designed to help individuals develop skills, attitudes and behaviors that will facilitate satisfying and successful life-long career development. Several theories of career development provide insight into the nature of this process and the types of skills, attitudes and behaviors which enhance the process. However, although these theories view career development as a dynamic process in terms of individual growth, they provide little help in projecting the future work/leisure, education and life style trends that will have tremendous impact on the specific attitudes, skills and behaviors which individuals will need to develop to function in the future.

The Goal: Life-Long Career Development

Futures planning is a relatively new field which focuses on projecting images of the future in such areas as work/leisure, education and life styles; on selecting preferred images of the future; and on developing actions which lead to the preferred future images.

Futurism is Projecting Self into the Future

> These images of tomorrow cannot be predictive in the sense that they discern some unshakable future reality. The possible future is not singular, but plural, subject to the choices we make among innumerable arrayed options. Yet. . . it is only by making explicit our assumptions about where we seem to be going that we can formulate sensible goals. Only in this way can we deduce the kinds of human abilities, skills and growth patterns that need to be encouraged. (Toffler, 1974, p. 5)

Programs to assist the career development process can benefit from utilizing futures planning techniques to help clients develop Future-Conscious Career Planning Skills. These skills, while related to existing career development skills, provide the basis for deriving Career Guidance program goals which will help individuals project themselves into the future to answer the questions: "Given that I had a choice, what kind of person would I want to be and what

kind of world would I want to live in?" (Norman, 1974, p. ix)

This module will provide information and activities to help you develop skills in using futures planning techniques, in identifying criteria to assess the Future-Conscious Career Planning skills of clients, and in using these criteria to assess the Future-Conscious Career Planning status of particular clients.

ACTIVITY -- FUTURE EVENTS

List four general developments which you feel will occur in the future in the area of work/leisure, education, and life style. List each development and the date when you think it will occur.

Development	Date
1.	
2.	
3.	
4.	

Now think carefully about the possible impact of these changes on your life. List four personal changes that you might make in response to these general developments.

Development	Date
1.	
2.	
3.	
4.	

MODULE GOAL

This Module is directed toward guidance personnel in school (K-adult) and agency settings such as counselors, teachers, students and administrators. It is also designed for students in pre-service education programs who have had previous exposure to career development theories and to sources of educational-occupational information.

The Module assumes that the participant is not familiar with the area of futurism and therefore, is designed to provide an orientation by helping him/her understand futuristic data, use these data in developing career guidance goals, and feel more comfortable with the use of futuristic data.

The Module focuses on understanding a model of a Future-Conscious Career Planner; on deriving career guidance goals from this model; and on practicing skills related to future imaging, selecting a preferred personal future and future adapting. It emphasizes future trends data related to work/leisure, education and life styles. Module II of this series focuses on "Imaging Futuristic Career Guidance Programs" to facilitate the development of the Future-Conscious Career Planning Goals presented in this Module.

*MODULE OBJECTIVES**

When you have successfully completed this Module, you will be able to:

1. Identify characteristics of a Future-Conscious Career Planner. (Session I)
2. Identify future alternatives in the area of work/leisure, education and life style. (Session II)
3. Demonstrate future imaging skills in the area of work/leisure, education and life style. (Session II)
4. Demonstrate skills in selecting preferred personal future alternatives in the area of work/leisure, education and life style. (Session III)
5. Demonstrate skills in identifying future adapting skills needed to implement preferred personal future alternatives. (Session IV)

*The criteria for attainment of the objectives are available in the Coordinator's Guide.

MODULE OUTLINE

Approximate Time	*Activity*	*Objectives*
1/2 hour	Introduction Overview of futurism and career guidance. Activity to test your future imaging skills. Explanation of structure and purpose of Module.	
4 1/2 hours	Text Reading sections and activities on "Future-Conscious Career Planner: An Overview," "Future Imaging Skills," "Selecting a Preferred Personal Future," and "Future Adapting Skills."	1-5
1 hour	Application Role play counseling interview to develop and evaluate a Future-Conscious Career Plan using all of the career guidance goals suggested in this Module.	1-5
20 minutes	Wrap-Up Postassessment, references and questions.	

GLOSSARY

Futures Planning - A new field of study which uses rational-creative methods to project future alternatives from future trends data so that preferred futures may be selected and implemented.

Middle Term Future - A period of time from five to 20 years in the future.

Future-Conscious Career Planner - A person who develops and implements career plans for the "middle term" future.

Future Data Skills - Skills in using rational-creative methods to generate a broad array of future alternatives from future trends data.

Future Oriented Values - A composite list of an individual's current values and new values which have been selected after studying possible consequences in the "middle term" future.

Future Focused Role Image - An image of self in the area of work/leisure, education, and life style in the "middle term" future.

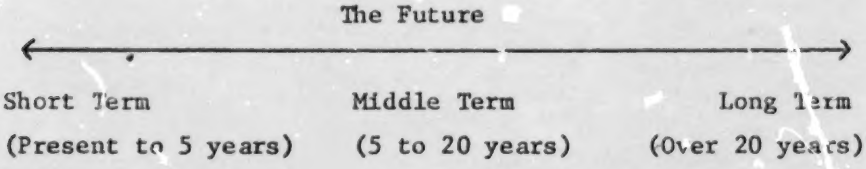
Preferred Personal Future Alternatives - Future alternatives selected by an individual which are consistent with his/her future focused image and future oriented values.

Future Adapting Skills - Skills in identifying and acquiring behaviors, skills and attitudes, and in identifying and influencing social-environmental changes needed to implement an individual's preferred personal future alternatives.

THE FUTURE-CONSCIOUS CAREER PLANNER: AN OVERVIEW

What is the Future?

It has been said that the future starts now and continues forever. This, however, is not a very helpful answer for you as you try to apply futures planning to the area of career guidance. It is more helpful to separate the future into "short term," "middle term," and "long term" periods.



What is needed is a definition of the future which can provide a framework for looking at the Future-Conscious Career planner. For this purpose the "middle term" future can be helpful. The "short term" future will occur too soon to be easily controlled, and the "long term" future is so distant that it is practically impossible to image possible alternatives. *Only the "middle term" future can be dealt with by imaging alternatives, selecting preferred personal alternatives and setting goals to bring these preferred personal alternatives into existence.*

Can We "Know" The Future?

Futures planning is not a glorified form of crystal ball gazing nor is it a highly developed form of statistical prediction.

> The focus of futures planning is on conceptualizing and on creating a better human and physical environment as the result of considering alternatives and their consequences before they are translated into action. (Shane, 1973, p. 3)

Futures planning enables the individual to look at trends which have high probability of being possible in the future, to identify alternatives which might result from these

trends, and to select and work to create those alternatives which are most valued by the individual. It might be said that while we *cannot "know" the future with great certainty, we can "know" the future by describing our preferred future images and acting to shape the future in terms of these personal images. We can work to make the future happen.*

Making the Future Happen

Why Be A Future-Conscious Career Planner?

Career planning assumes that the individual can make and implement career decisions which will lead to satisfying and successful career experiences. The same is true of Future-Conscious Career Planning, only the emphasis is on projecting career plans into a more distant "middle term" future. Applying futures planning to career planning helps the individual develop a clear picture of his/her preferred future. This is helpful to the individual because the future image which s/he holds will influence his/her current life. *The Future-Conscious Career Planner has a future image which feeds back to the present to give greater meaning and direction to his/her current life.*

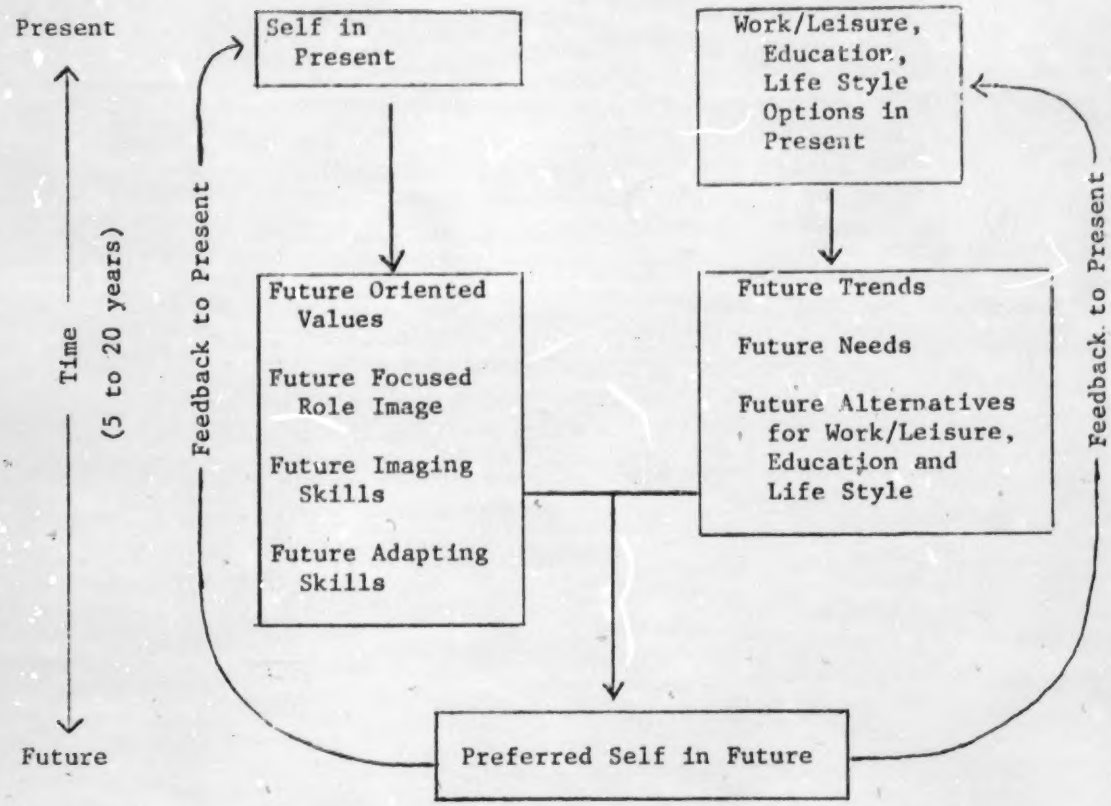
Future Images Define the Present

What is a Future-Conscious Career Planner?

This Module will provide information and activities which are designed to help you understand some important characteristics of a Future-Conscious Career Planner. Each of the sessions is designed to help you understand various aspects of the Future-Conscious Career Planner Model.

FUTURE-CONSCIOUS CAREER PLANNER

MODEL



The Future-Conscious Career Planner Model presents a description of how futures planning can be applied to career planning to help the individual develop and implement a preferred image of self in the future. It includes helping the individual develop skills in the following:

Applying Futures Planning to Career Planning

1. Future Time Perspective - The individual will be able to project him/herself into a more distant future which, although more uncertain, can be more highly influenced by setting personal goals which are identified in the present.
2. Future Imaging Skills - Although work/leisure, education and life style options are less certain in the "middle term" than the "short term" future, futures planning

techniques can be used to image future alternatives using future trends data. *The Future-Conscious Career Planner will utilize future trends data and image multiple futures alternatives in the work/leisure, education and life style areas.*

3. Future Focused Role Image and Values - Imaging the future often indicates that the self-image and values which are held in the present may need to be modified in the future. Future trends data often indicate the availability of new alternatives and the decreasing desirability of currently available options. *The Future-Conscious Career Planner will identify and adopt new self-images and new values in light of future trends data.*
4. Select Preferred Personal Alternatives - Future planning does not result in one but many future alternatives. Several of these alternatives may be equally possible. *The Future-Conscious Career Planner will use his/her future focused role image and values to select preferred alternatives for the future.*
5. Future Adapting Skills - The main purpose of Future-Conscious Career Planning is to develop goals which will "make" preferred personal futures happen. Once the Future-Conscious Career Planner has selected preferred personal alternatives, *s/he will set goals which will lead to these alternatives. These goals will focus on both self growth and on creating work/leisure, education and life style options.* Because futures planning increases the time available for change, the Future-Conscious Career Planner will develop skills in creating his/her preferred work/leisure, education and life style options rather than merely choosing currently available options.

Summary

The Future-Conscious Career Planner is an individual who utilizes certain aspects of futures planning to develop "middle term" future career plans. Specific characteristics of this individual are: (1) s/he uses a 5-20 year future orientation in career planning; (2) s/he utilizes currently available future trends data to image future alternatives in the area of work/leisure, education and life style; (3) s/he identifies and adopts new self-images and values in light of future trends data; (4) s/he uses her/his future focused role image and values to select preferred personal alternatives for the future; and (5) s/he sets goals to implement preferred personal alternatives which include both self growth and the creation of work/leisure, education and life style options. You will now participate in an activity to help you better understand the Future-Conscious Career Planner Model.

ACTIVITY - WERE YOU A FUTURE-CONSCIOUS CAREER PLANNER?

Before you image the future in the other activities of this Module, look back to your own past. This activity will help you look at the Future-Conscious Career Planning model in terms of your own life. You will work in trios for this activity. Your Coordinator will give you instructions.

Was I a Future-Conscious Career Planner?

I. About ten years ago I had the following image of what my life would be like today.

A. Describe what you thought work/leisure would be like for you. (What work activities you would be doing. How much time you would spend in work and leisure. What your leisure activities would be.)

B. Describe what you thought education would be like for you. (What further training you would need. Where you would get that training. Why you would need further training.)

C. Describe what you thought your life style would be like. (Who your friends would be. What your family pattern would be. What your living situation would be.)

II. List some changes in the options now available to you in the area of work/leisure, education and life style which you did not predict ten years ago. These may be new options which are now available or former options which are no longer available.

A. Options changes in the area of work/leisure.

B. Options changes in education.

C. Options changes in life styles.

III. Answer the following items by circling the letters SA (Strongly Agree), A (Agree), D (Disagree), or SD (Strongly Disagree).

SA A D SD 1. My life is about what I imagined it would be ten years ago.

SA A D SD 2. Several alternatives are now available which I did not know would be available ten years ago.

SA A D SD 3. Several alternatives which I thought would be available ten years ago are not available or are more difficult to achieve today.

SA A D SD 4. My self-image today is about what I thought it would be ten years ago.

SA A D SD 5. Ten years ago, I did not have a very clear image of what my life would be like today.

SA A D SD 6. Several trends or events have occurred which have forced me to re-evaluate the values which I held ten years ago.

SA A D SD 7. If I had been aware of some of the current trends, I would have set some different goals for myself ten years ago.

SA A D SD 8. I have the feeling that some options are almost closed to me because it is too late for me to take advantage of them.

SA A D SD 9. If I really work hard, I can probably create new options which I can implement right now.

FUTURE IMAGING SKILLS

What is Future Imaging?

As was indicated in the last session, futures planning is a process of planning with a future time orientation which increases the probability of creating desired changes.

> The focus of futures planning is not on reforming the past - not on refining the errors of the present - but on conceptualizing and on creating a better human and physical environment as the result of considering alternatives and their consequences before they are translated into action. (Shane, 1973, p. 3)

Futures planning includes the use of future imaging skills. Future imaging includes the following elements:

1. Focus on Future - The main purpose of future imaging is to influence change in desired directions. *By focusing on the "middle term" future, it is possible to define new alternatives and develop strategies which influence change so desired alternatives will occur.*

Future Imaging is Developing Alternate Views of the Future

2. Generate an Array of Alternatives - *Future imaging is a process of using future trends information to develop a wide array of possible alternatives.* This is not the process of cataloging existing, definite alternatives but rather of generating new possibilities which may not now exist.
3. Use Rational-Creative Methods - Future imaging is a process of generating new alternatives in response to future trends which uses rational and creative methods rather than purely statistical methods. *It is not a process of projecting present alternatives; rather, it is intended to develop a wide range of new possibilities.*

How Does Future Imaging Relate to Existing Career Planning Models?

Future-Conscious Career Planning, like existing models of career planning, includes identifying alternatives. *Future imaging skills are closely related to identifying alternative skills used in current models of career decision making.* The differences can be summarized as follows:

Current Model	Future-Conscious Model
1. Focus on short term future. Present to five years.	1. Focus on middle term future. Five to 20 years.
2. Identifying existing options. Guidance procedures focus on helping the individual catalog options which are now available.	2. Imaging new options. Guidance procedures focus on helping individuals develop an array of possible options, many of which are not now available.
3. High certainty. Decisions involve choice from options which are very likely to be available.	3. Low certainty. Decisions involve choice from options which, although possible, need to be created.

Imaging Career Alternatives for the Middle-Term Future

Specific Criteria Questions for Future Imaging Skills

A major characteristic of the Future-Conscious Career Planner is that s/he has future imaging skills. When working with clients, the following criteria can be used to assess the quality of their future imaging skills.

1. Does the individual have future time perspective in his/her future alternatives? As s/he develops alternatives, is s/he thinking in terms of the "middle term" future?
2. Does the individual utilize futuristic trend and probability data in generating alternatives? Is s/he aware of data which give insight into what the area of work/leisure, education and life style will be like in the "middle term" future? Do his/her alternatives seem possible in light of trend data?

How Does the Future-Conscious Career Planner Image the Future?

3. Does the individual generate a broad array of future alternatives? Are the alternatives varied and do they represent a comprehensive list of possible alternatives?
4. Is the individual creative in developing new alternatives in addition to listing some existing alternatives which might be appropriate in the future? Does s/he develop new alternatives which are possible but which s/he would have to work to create?

Summary

Future imaging skills are one characteristic of the Future-Conscious Career Planner. Future imaging is a process of focusing on the future to generate an array of alternatives using rational-creative methods. It is different from current career planning models because it focuses on a more distant future, results in the generation of new options, and assumes that the individual will need to create these new options. Four criteria questions can be used to assess the quality of future imaging skills: (1) Does the individual use a future time perspective? (2) Does the individual use futuristic trends data? (3) Does the individual generate a broad array of alternatives? and (4) Is the individual creative in generating new alternatives?

You will now participate in an activity to help you develop an awareness of future trends in the area of work/leisure, education and life style, and develop future imaging skills.

ACTIVITY - FUTURE IMAGING CONFERENCE

Future imaging is a rational-creative process which generates possible future alternatives from future trends data. During this activity, you will work in teams with other participants to image future alternatives in the area of work/leisure, education and life style. Many of the futures planning techniques rely on the consensus of expert opinion. You should assume that you are attending a funded, invitational conference of career guidance experts who have been gathered to generate a comprehensive list of possible future alternatives. The result of your "Future Imaging Conference" will be published and disseminated to counselors to assist clients in Future-Conscious Career Planning programs. Your Coordinator will give you instructions for the activity.

Trends in Work/Leisure

1. To reconcile the leisure society with an individual's need for dignity, paid employment will no longer be a prerequisite for dignity.

2. By 1980, 38% of all families will have an income over $15,000 in real 1970 dollars, up from 21% in 1970. This increase in affluence, combined with increasing economic dislocations that cause periodic unemployment, will lead to the evolution of a leisure ethic.

3. By 1980, half of the working force, at the middle levels of employment, may consist of women workers. This will cause significant dislocation and disruption to many individuals and groups.

4. By 1975, according to a recent news report, 37% of every dollar spent by the U.S. government went for income security in direct government payments. In the years ahead, the transfer economy may be expected to expand and develop into a more rational welfare system and guaranteed income system.

5. The wealth accumulated by middle and upper middle-class Americans in the last decades will be passed through to the next generation and will represent a sizable increment of non-work income. This in combination with the decline of economic ambition in many youth will result in new work roles and greater leisure time.

6. We can anticipate a continued blending of "work" and "leisure" pursuits, both at the "micro" level, with shared responsibilities for both economic activities and domestic duties, and at the "macro" level, with increasing concern for the creation of meaningful work, personal growth opportunities, continuing education and related amenities within the work-place.

7. Today's young adult may be expected to devote only one-sixth of his/her remaining lifetime to work (as defined in the economic sense), while about one-fourth of that remaining lifetime may be classified as "leisure."

8. Over three-fourths of the work roles will be service to persons instead of working with things. The ability to acquire and process information at different levels of interpersonal relations will be the key talent demanded by this economic system.

9. There will be a decrease in the need for highly focused specialists and a movement emphasizing the importance of generalists and interdisciplinary teamwork.

10. There will be increasing demands by workers to make all work roles meaningful and satisfying.

Needs in Work/Leisure

1. Develop meaningful leisure options.
2. Develop non-work roles created through affluence and guaranteed income.
3. Develop new skills required for emerging occupations particularly interpersonal skills required in service occupations and interdisciplinary work teams.
4. Develop more meaningful and satisfying work roles.
5. Create flexible working patterns.

Alternatives in Work/Leisure

1. Shared jobs where two people share job duties for one work position.
2. Democratic work teams where workers make decisions about how work will be completed.
3. Special programs to change attitudes toward leisure and to promote self-development.
4. Job redesign where work duties are allocated to several job positions to make each more satisfying.

See References in the Appendix for sources used to identify these future trends.

Future Alternatives

Criteria: (1) Is the alternative compatible with future trends data?

(2) Does the alternative respond to one of the future needs statements?

Round 1:

1. Work/Leisure

2. Education

3. Life Style

Round 2:

1. Work/Leisure

2. Education

3. Life Style

Round 3:

1. Work/Leisure

2. Education

3. Life Style

Future Alternatives - Cont'd.

Other Future Alternative Suggestions:

Trends in Education

1. Changes in jobs and occupations throughout a person's lifetime will be a typical pattern.

2. Youth will be more comfortable with the world than adults. Youth have been living with rapid change and future shock all of their lives, and, therefore, are less affected by them than adults. This means that in the future the clear distinction between students and teachers will diminish.

3. Society will be information-rich rather than information-poor. As information increases, it becomes crucial for education to do more than help disseminate information.

4. Consumer advocacy will continue to increase. Future predictions indicate that consumerism will also be applied to education.

5. Change will accelerate. Education will be a life-long process.

6. Society will become increasingly complex. As society becomes more complex and changes more rapid, there will be a growing level of sophistication needed for coping with the demands of life. This will result in an emphasis within schools on helping students become creative problem solvers.

7. Education will become less and less a matter of transmission of accumulated knowledge and more and more a process of developing the thought processes and values and skills that are needed for adapting to and initiating change.

Needs in Education

1. Develop educational opportunities throughout the life-span.

2. Emphasize problem solving and creativity rather than accumulation of information.

3. Educate for both work and leisure roles which will be emerging.

4. Learn generic rather than specific skills which will enable frequent occupational changes.

5. Provide educational alternatives to respon to consumer demands.

Alternatives in Education

1. Student involvement in designing alternative education programs.

2. Life-time educational voucher providing financial assistance which the individual could use as desired.

3. Community-based education in combination with lowering of legal working age.

4. Home-based education using television and computer terminals.

5. Twelve month school year with flexible attendance.

Trends in Life Style

1. There will be many more marriages (and more divorces) as younger people seek more fulfilling and supportive family lives. Pursuit of rewarding relationships will continue to grow. There will be a need to develop new family and marriage patterns.

2. There is no way for the more than 10,000,000 new families that will be formed in the next decade to live in single family, detached houses in the suburbs. The capital for this will not exist.

3. For the first time in human history, a country has achieved such great wealth that the individual has supplanted the family as the basic unit of society. This is the result of the technological revolution which has freed the individual including the female, the biological revolution that makes possible the sexual emancipation of the female, and the extended life-span which has increased almost 100% in the past 75 years. Women's liberation finally made it when women could at last control contraception and be self-supporting.

4. The traditional marriage contract will become only one of a number of ways of providing for intimate relationships between individuals and groups of the opposite or the same sex.

5. Gradually formed, long term relationships will be less of a pattern than will more spontaneously initiated, short lived relationships.

6. A recent study indicated that "familism" is supported by 2 out of 3 of the population 16 years and older. "Familism" is the belief that the essential satisfactions of life stem from commitment to activities in the immediate family unit rather than from outside sources such as career.

Needs in Life Style

1. New roles for men and women as economic independence becomes available to both men and women.

2. New marriage and family patterns which provide "familism" while accommodating the new trends toward independence of men and women.

3. New patterns of behavior to respond to spontaneously initiated, short lived relationships.

4. New living patterns to respond to the increasing shortage of single family housing.

5. New parenting arrangements to provide quality parenting for all children.

Alternatives in Life Style

1. Highly dense, comprehensive, urban service complexes which include commercial, residential and office facilities.

2. Househusband who participates irregularly in the work force while his wife holds a high-paying job.

3. Divorce insurance to protect couples from the costs of divorce.

4. Contractual marriages which are short term and renewable.

5. Specially trained parent couples who assume the role of parents as their paid jobs.

SELECTING A PREFERRED PERSONAL FUTURE

In the last session, you were introduced to future imaging skills and had the opportunity to use future trends data to generate future alternatives in the area of work/leisure, education and life style. *In addition to imaging a broad range of future alternatives, the Future-Conscious Career Planner also has skills in selecting preferred personal future alternatives.* This process of selecting preferred personal future alternatives relies on the individual's developing a future-focused role image including future oriented values.

What is a Future-Focused Role Image?

A Clear Image of Self in the Future

Career development stresses the importance of self-concept or self-image. It may be that career choices are influenced more by an individual's subjective view of him/herself than by objective factors. *Future-focused role image is an image of self projected into the future, thus facilitating the development of long-term personal life plans.* This future-focused role image is not simply an abstract view of self in the future. Rather, it feeds back to the present to help the individual believe in the possibility of a satisfying personal future, be motivated to move toward that future, and set goals which will help him/her reach that future. Singer (1974) suggests that the future-focused role image has major impact on the present:

> Thus, future-role images, particularly occupational ones, feed back on the present and help to socialize the individual to his or her future role; since some individuals do not have crystallized views of themselves in the future, some will be permanently trapped in the expanding present, out of their own control. (p.31)

What are Future Oriented Values?

Values are those ideas or things which are highly prized by the individual. These personal values provide a basis for career decision making by helping the individual assign personal importance to the many alternatives available to him/her. The Future-Conscious Career Planner also uses values to select preferred personal future alternatives.

Values examined in Light of Future Consequences

> Unless one believes that the future is inevitable--that we have absolutely no control over our private and public destinies, the study of the future must include not merely possible and probable futures, but preferable futures. This is why the broad movement aimed at shifting education into the future tense also brings with it a heightened concern with values. (Kirschenbaum & Simon, 1974, p. 257)

The Future-Conscious Career Planner is open to evaluating his/her current values in terms of their implication for the "middle term" future as well as the present, and is also willing to consider new value possibilities which may be more appropriate in light of future trends data. Through a process of clarifying both presently held values and other value possibilities, the Future-Conscious Career Planner attempts to develop a carefully examined set of values which will guide his/her selection of a preferred personal future. It is crucial that this values clarification occur in conjunction with future imaging so that the individual is able to project the consequences of particular values not only for now but also for the future.

How Does Selecting Preferred Personal Future Alternatives Relate to Existing Career Planning Models?

Future-Conscious Career Planning like existing models of career planning stresses the importance of self-concept and values in selecting preferred career alternatives. The differences can be summarized as follows:

Current Models	Future-Conscious Model
1. Importance of self-concept (view of self in present) in career planning.	1. Importance of future-focused role image (view of self in future) in Future-Conscious Career Planning.
2. Personal values provide basis for assigning importance to currently available options.	2. Future oriented values provide basis for assigning importance to possible future options.
3. Career decision making results in the selection of preferred personal alternatives for the "short term" future.	3. Future Conscious Career Planning results in selection of preferred personal future alternatives for the "middle term" future.

Specific Criteria Questions for Selecting a Preferred Personal Future

A major characteristic of the Future-Conscious Career Planner is that s/he selects preferred personal future alternatives based on a future-focused role image and future oriented values. When working with clients, the following criteria can be used to assess the quality of their selection of preferred personal future alternatives:

1. Is the individual evaluating his/her current values based on a "middle term" future time perspective? Can s/he describe possible value conflicts which might occur in light of future trends data?
2. Is the individual evaluating new values which s/he does not currently hold based on a "middle term" future time perspective? Can s/he describe possible new values which might be more appropriate in light of future trends data?
3. Can the individual list a working set of future oriented values which s/he has adopted to guide the selection of preferred personal future alternatives?

Can s/he give reasons why s/he chose these values?

4. Does the individual have a clear view of him/herself in the future? Can s/he project his/her present self into the future and give a general view of what his/her life will be like in the area of work/ leisure, education and life style?
5. Can the individual state his/her preferred personal future alternatives? Are these preferred personal alternatives consistent with his/her stated future-focused role image and future oriented values?
6. Does the individual have a positive view of his/her personal future? Does s/he believe in the possibility of achieving his/her preferred personal alternatives through Future-Conscious Career Planning?

Summary

Selecting a preferred personal future relies on the process of selecting preferred personal future alternatives based on a clear future-focused role image and on an examined set of future oriented values. This process is different from existing career planning models because it stresses the future-focused role image rather than the present-oriented self-concept, future oriented values rather than current values, and selection of future alternatives rather than currently available alternatives. Six criteria questions may be used to assess the quality of a client's selection of preferred personal future alternatives: (1) Does the individual examine his/her current values in light of future trends data? (2) Does the individual consider new values in light of current trends data? (3) Can the individual list a working set of future oriented values? (4) Does the individual have a clear view of him/herself in the future? (5) Can the individual describe preferred personal future alternatives which are consistent with his/

her future oriented values and future-focused role image? and (6) Does the individual have a positive view of his/her personal future?

You will now participate in an activity to help you understand the process of selecting preferred personal future alternatives.

ACTIVITY: YOUR VALUES ARE CLEAR BUT WHAT IF. . . ?

Selecting preferred future alternatives is based on having a future-focused role image and establishing future oriented values. During this activity, you will work in teams with others to explore some future-focused role images and future oriented values. You are to imagine that it is 1988. You are gathered with a group of friends whom you knew in college in 1976. You have not seen each other for several years but have kept in touch through letters so that you still feel quite close to each other. Your Coordinator will give you instructions.

College Reunion: 1988

Future-Focused Role Images

Role Image 1:

You and your spouse made an agreement when you were married that each of you would be willing to move when the other had an important job opportunity. Because you are part of the current trend in which individuals change job positions seven times during their lifetime, you have moved often. Some of these moves have taken place because of better job opportunities for you and some because of better opportunities for your spouse. Both you and your spouse have assumed responsibility at times for child care and household maintenance.

Role Image 2:

You are from an affluent family. When your parents died, you inherited a considerable sum of money. At that time, you decided that if you invested your inheritance wisely, you would not have to seek paid employment. So, at the age of 27, you left the labor market and have devoted all of your time since then to a living-cooperative in a renewed urban area with several other families. In addition to family housing, there is a central dining building and a leisure learning center. You spend all of your time working with families in your cooperative in self growth and leisure time activities.

Role Image 3:

You dropped out of college and held a variety of jobs in the production area. In 1982, you became permanently unemployed because of major policy decisions to reduce production due to environmental concerns and diminishing world resources. At that time, a guaranteed income act was passed in the United States which enabled you to have enough income to live without seeking paid employment. You became interested in forming a club which helps people learn skills which they have never learned because of specialization, such as doing their own income tax and repairing their own material possessions like cars or appliances. You are working to form chapters of this club across the country.

Role Image 4:

Your father was a president of a small company and you took Business Administration courses in college. After college, you obtained work as a middle management employee in a large corporation. In 1980, there were major strikes by workers who demanded more satisfying working conditions. Your company chose you to obtain retraining in group process and group leadership skills. You have now established a democratic work group in which all workers have a voice in how work will be conducted. Your work duties have changed considerably since all work roles have been redefined to allow all workers to do some interesting tasks and some that are routine or uninteresting.

Future-Focused Role Image Reaction Form

Part I: My College Reunion Future-Focused Role Image

A. My current values retained in the future are:

Before Role Play | After Role Play

B. New values adopted in the future are:

Before Role Play | After Role Play

C. How I feel about my future-focused role image is:

Before Role Play:

Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied

After Role Play:

Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied

Part II: Other Future Oriented Values Derived from "Future Alternatives List."

FUTURE ADAPTING SKILLS

In the last session, you were introduced to the process of selecting preferred personal future alternatives based on a clear image of self in the future including a future-focused role image and future oriented values. In addition to being able to image the future and select preferred personal future alternatives, the Future-Conscious Career Planner has future adapting skills.

What are Future Adapting Skills?

Identifying Skills, Attitudes, and Behaviors Needed in the Future

The purpose of imaging the future and selecting preferred personal future alternatives is to help an individual set long term personal goals and act to implement these goals. The Future-Conscious Career Planner has identified "middle term" future goals which impact on his/her present behavior. As Toffler (1974) suggests:

> The ultimate purpose of futurism in education is not to create elegantly complex, well-ordered, accurate images of the future, but to help learners cope with real-life crises, opportunities and perils. It is to strengthen the individual's practical ability to anticipate and adapt to change, whether through invention, informed acquiescence, or through intelligent resistance. (p. 13)

Future adapting skills include setting "middle term" future goals, developing skills and behaviors to facilitate the implementation of these goals, and developing skills in impacting on social-environmental conditions to make them more supportive of preferred personal future alternatives.

How Do Future Adapting Skills Relate to Existing Career Planning Models?

Future-Conscious Career Planning, like existing models of career planning, stresses the importance of setting goals and acting on those goals. The differences can be summarized as follows:

Current Models	Future-Conscious Model
1. Select "short term" future goals.	1. Select "middle term" future goals.
2. Identify and develop behaviors, skills and attitudes needed for the "short term" future.	2. Identify and develop behaviors, skills and attitudes needed for the "middle term" future.
3. Less focus on skills needed to modify social-environmental conditions.	3. More focus on skills needed to modify social-environmental conditions.

Making the Future Happen Through Self Growth and Social-Environmental Changes

Specific Criteria Questions for Future Adapting Skills

A major characteristic of the Future-Conscious Career Planner is that s/he has future adapting skills. When working with clients, the following criteria can be used to assess the quality of their future adapting skills.

1. Does the individual set "middle term" future goals which will lead to his/her preferred personal alternatives? Can s/he explain how the future feeds back to his/her current life by helping to define goals which s/he can be working on in the present?
2. Can the individual translate his/her "middle term" future goals into specific skills, attitudes and behaviors which need to be developed in the present? In the simplest terms, can the individual list the actions s/he needs to take to reach his/her "middle term" future goals?
3. Does the individual demonstrate motivation in identifying and participating in experiences which will help him/her develop these skills, attitudes and behaviors needed to achieve "middle term" future goals?
4. Can the individual specify changes needed in the environment if his/her "middle term" future goals

How Does a Future-Conscious Career Planner Develop Future Adapting Skills

are to be implemented? Can s/he describe changes, e.g., legal, educational and/or work-related changes, which are needed, and develop strategies for influencing these changes?

Summary

Future adapting skills are one characteristic of the Future-Conscious Career Planner. Future adapting skills include setting "middle term" future goals; developing skills, attitudes and behaviors needed to implement these goals; and developing skills in influencing social-environmental conditions to make future goals possible. These skills differ from existing career planning models because they result in "middle term" future goals; develop behaviors, skills and attitudes needed in the "middle term" future; and focus more on skills needed to modify social-environmental conditions. Four criteria questions can be used to assess the quality of future adapting skills: (1) Does the individual set "middle term" future goals which will lead to his/her preferred personal alternatives? (2) Can the individual translate his/her "middle term" future goals into needed skills, attitudes and behaviors? (3) Does the individual show motivation in identifying and participating in experiences which develop these skills, attitudes and behaviors? and (4) Can the individual describe social-environmental changes needed to implement "middle term" future goals and develop strategies to influence these changes?

You will now participate in an activity to help you develop future adapting skills.

ACTIVITY - BUT HOW DID YOU GET THERE?

Future adapting skills include skills, attitudes and behaviors needed to implement preferred future alternatives and the development of strategies to influence social-environmental changes needed to make these alternatives possible. During this activity, you will work in the same group and continue the "College Reunion" from the last activity. Your Coordinator will give you instructions.

College Reunion: 1988

Future Adapting Skills

During this activity, continue to play the role image which you played in the last session. Expand your future-focused role image by thinking about the following:

1. You have changed considerably since 1976. You undoubtedly have quite different attitudes, skills and behaviors than you did then. Think about your life since college and identify the new attitudes, skills and behaviors which you have developed to function in your 1988 role image. Also, think about how you developed these attitudes, skills and behaviors. What experiences have you had which have helped you?
2. Social-environmental conditions have changed since 1976. You are now living in a different world. Think about some of the changes which have occurred and about the role you have played in creating these changes. What strategies have you used to create the conditions needed for your 1988 role image?

Future Adapting Skills Reaction Form

Part I: My Future Adapting Skills (Pre-Role Play)

A. Personal attitudes, skills and behaviors which I have developed to move from where I was in 1976 to where I am in 1988:

B. Strategies I have used to influence social-environmental conditions to allow me to move from where I was in 1976 to where I am in 1988:

Part II: Other Future Adapting Skills I Might Have Used (Post-Role Play)

A. Personal attitudes, skills and behaviors which I might have used:

B. Strategies to influence social-environmental conditions which I might have used:

APPLICATION

Goals of Future-Conscious Career Planning

Throughout this Module, you have been introduced to characteristics of a Future-Conscious Career Planner. The information from this Module can be summarized in the following goals which can provide a basis for developing career guidance programs designed to facilitate the development of Future-Conscious Career Planning skills.

I. Future Imaging Skills

A. The client uses a "middle term" future (5-20 years) as the time perspective for career planning.

B. The client is aware of future trends data which indicate the nature of work/leisure, education and life style in the "middle term" future.

C. The client utilizes these future trends data to image future alternatives in the area of work/leisure, education and life style.

D. The client images a broad array of future alternatives which are varied and represent a comprehensive list of possible future alternatives.

E. The client uses rational-creative methods to generate future alternatives, which, although they may not exist in the present, could be developed for the "middle term" future.

II. Selecting Preferred Future Alternatives Skills

A. The client evaluates his/her current values in light of future trends data and identifies possible consequences of these values in the "middle term" years.

B. The client evaluates new values in light of future trends data and identifies possible consequences of these values in the "middle term" future.

C. The client selects a list of future oriented values which combines his/her existing values and new values.

D. The client can describe a clear image of what his/her life will be like in terms of work/leisure, education and life style in the "middle term" future.

E. The client selects preferred personal future alternatives which are consistent with his/her future oriented values and

future-focused role image.

F. The client has positive feelings about his/her preferred personal future alternatives and believes that they can be achieved.

III. Future Adapting Skills

A. The client can set "middle term" future goals which describe the skills, attitudes and behaviors which s/he needs to develop to implement his/her preferred personal future alternatives.

B. The client identifies experiences which will help him/her develop these skills, attitudes and behaviors.

C. The client is motivated to participate in these experiences.

D. The client can identify social-environmental changes which are needed to implement his/her preferred personal future alternatives.

E. The client develops and utilizes strategies to influence these changes.

Developing a Future-Conscious Career Plan

During this activity, you will work with another participant to role play an interview between a counselor and yourself, someone you know, or a fictitious person whom you create. As you discuss your future plans with the counselor, include those aspects of yourself in the future that are most meaningful to you--but share with the counselor only the information that you feel comfortable in sharing. Play the role as realistically as you can. You will have the opportunity to act as both the interviewee and the counselor.

Your goal will be to develop a Future-Conscious Career Plan for the person you are role playing. You may use any of the information from the Module sessions to develop your plan. The steps will be:

1. Complete the "Future-Conscious Career Plan."
2. Talk with the counselor to explain your Plan to him/her.
3. Receive feedback on the quality of your Plan.
4. Reverse roles and be the counselor for your partner.

Future-Conscious Career Plan

1. Future Imaging - Record here seven possible alternatives in the area of work/leisure, education and life style that you would be interested in exploring for yourself in the future.

   1.

   2.

   3.

   4.

   5.

   6.

   7.

II. Preferred Future Alternatives

   1. List three of your important current values that guide you in planning for the future.

      A.

      B.

      C.

   2. List three possible adaptations of currently held values, or new values, which you would consider in future planning.

      A.

      B.

      C.

   3. List your preferred future alternatives. (Select your preferred alternatives from your alternatives list in Part I.)

      A.

      B.

      C.

4. Describe your future-focused role image in the year _____. Briefly describe what you will be like in the future in terms of work/leisure, education and life style.

   A. Work/Leisure:

   B. Education:

   C. Life Style:

5. How motivated do you feel to implement your preferred personal future alternatives?

Very Motivated	Somewhat Motivated	Slightly Motivated	Not Motivated

6. How do you feel about your preferred personal future alternatives?

Very Good	Good	Bad	Very Bad

III. Future Adapting Skills

1. List some specific attitudes, skills and behaviors which you will need to implement your preferred personal future alternatives.

   A.

   B.

   C.

   D.

   E.

2. List some specific experiences which can help you develop these attitudes, skills and behaviors.

   A.

   B.

   C.

   D.

   E.

3. List some specific social-environmental changes which are needed before you can implement your preferred personal future alternatives.

   A.

   B.

   C.

4. List some specific strategies which you can use to influence these changes.

   A.

   B.

   C.

Structured Counseling Interview

As you interview your role play partner about his/her Future-Conscious Career Plan, use the following questions:

1. Tell me about yourself. What are you doing now in the area of work/leisure, education and life style?

2. As you have thought about your life in the future, what alternatives related to work/leisure, education and life style have you considered? (As your partner answers, try to understand how s/he generated these alternatives and exactly what each alternative is.)

3. What future oriented values do you feel will be most important in helping you select your preferred personal future alternatives? (As your partner answers, try to understand which current values and new values will guide him/her in the future. Also, try to determine to what extent s/he has examined these values in light of future trends data.)

4. Can you give me a composite picture of what your life will be like in the future in the area of work/leisure, education and life style? (As your partner describes this, try to get an idea of whether s/he is talking in terms of the "middle term" future.)

5. What future alternatives in the area of work/leisure, education and life style have you selected for your preferred personal future alternatives? (As your partner describes his/her preferred personal future alternatives, try to gain an understanding of why s/he selected these, how motivated s/he is to achieve these, and how s/he feels about them.)

6. What skills, attitudes, and behaviors do you think you need to develop to implement your preferred personal future alternatives? (As your partner describes these, try to gain an understanding of what experiences s/he will use to develop these skills, attitudes and behaviors.)

7. What social-environmental changes will be needed for you to implement these preferred personal future alternatives? (As your partner describes these, try to gain an understanding of what strategies s/he intends to use to produce these changes.)

Future-Conscious Career Plan Evaluation Form

Name of the interviewee _____

Name of the counselor _____

Respond to the following items based on (1) the interview you had with your partner and (2) a review of his/her written Future-Conscious Career Plan. Respond to each item by circling one of the following responses: (A) Extensively, (B) Moderately, (C) Only Slightly, (D) Did Not Respond

Future Imaging Skills

A B C D 1. S/he discussed future alternatives in the time perspective of "middle term" future (5-20 years in future).

A B C D 2. The future alternatives which s/he described seemed possible in light of future trends data and future needs. (Base this rating on the "Future Trends Paper" from the activity in Session I, pages 20-26.)

A B C D 3. The future alternatives list which s/he described represented a broad array of options. (S/he considered several distinctly different options and listed options from the three areas of work/leisure, education and life style).

A B C D 4. The future alternatives list which s/he described was creative. (Many of the alternatives are possible in the future but are not now available. Although s/he may have used some alternatives from the "conference" list in Session I, s/he had adapted these to his/her own needs. See pages 22 and 23.)

Selecting Preferred Personal Future Alternatives Skills

A B C D 1. S/he listed current values which would be appropriate in the future. (S/he had examined values in light of future trends data. S/he explained why the values listed were consistent with future trends data.)

A B C D 2. S/he listed new values which would be appropriate in the future. (S/he had examined new values in light of future trends data. S/he explained why the values listed were consistent with future trends data.)

A B C D 3. S/he described a clear future-focused role image in the area of work/leisure, education and life style. (S/he described self in terms of all three areas. His/her description seems possible in light of future trends data.

S/he described self in the "middle term" future.)

A B C D 4. S/he selected preferred personal future alternatives which were consistent with his/her future oriented values and future-focused role image. (S/he could defend his/her selection of alternatives. You agree his/her selected alternatives were consistent with his/her future oriented values and future-focused role image.

Future Adapting Skills

A B C D 1. S/he can describe skills, attitudes and behaviors needed to implement preferred personal future alternatives. (S/he can explain why s/he listed these skills, attitudes and behaviors. S/he can relate these skills, attitudes and behaviors to specific alternatives. You agree that they will help him/her implement his/her selected preferred personal future alternatives.)

A B C D 2. S/he can identify experiences which will help him/her develop these skills, attitudes and behaviors. (S/he can describe experiences needed. S/he indicates how s/he will move toward these experiences. S/he explains why s/he thinks these experiences will help develop needed skills, attitudes and behaviors. S/he is motivated to seek these experiences. You agree that these experiences will help develop needed skills, attitudes and behaviors.)

A B C D 3. S/he can identify social-environmental changes needed to implement his/her preferred personal future alternatives. (S/he can explain why these were listed. S/he can relate these changes to specific alternatives. You agree that they are needed to implement the alternatives.)

A B C D 4. S/he can identify strategies which will influence these changes. (S/he can explain why the strategy will create the change. S/he is motivated to use the strategy. You agree that the strategy can produce the desired change.)

POSTASSESSMENT

Objective 1.

Answer the following items True (T) or False (F).

T F 1. Since it is impossible to predict the future with certainty, there is little use in studying it.

T F 2. In addition to an image of self in the present, it is possible to develop an image of self in the future.

T F 3. An individual has little power to create new future alternatives. S/he usually should choose from the options which are available.

T F 4. The "middle term" future (5-20 years) is most useful for planning because future trends suggest alternatives and there is enough time to create preferred alternatives.

T F 5. Personal values are constant and are seldom challenged by emerging alternatives in the area of work/leisure, education and life style.

T F 6. Selecting preferred future alternatives can help the individual give meaning and direction to his/her current life.

T F 7. Future trends data are available which can suggest future alternatives in the area of work/leisure, education and life style.

T F 8. It is fun to study the future and to plan for it, but future planning will have only slight impact on present behavior.

T F 9. It is best for the individual to select preferred personal future alternatives using his/her current values and self-image.

T F 10. If the "middle term" future is used in career planning, there is a greater opportunity to create new options.

Objective 2

For each of the following items, circle the choice which is *most* supported by the future trends data.

In the future:

1. A. Work roles will remain about as they are today.
   B. Work roles will be redesigned to be more satisfying to all workers.

2. A. Family income will rise, resulting in greater leisure time.
   B. Family income will stay about the same; thus, work will remain the primary life activity.

3. A. Most of the available jobs will be in the area of production.
   B. Most of the available jobs will be in the area of service.

4. A. There will be increasing need for specialized work skills.
   B. There will be increasing need for general work skills.

5. A. Females will enter increasing numbers of middle level employment opportunities.
   B. Females will be distributed in the labor force about as they are at the present.

6. A. Education will stress new ways of disseminating available information to students.
   B. Education will stress problem solving and creativity.

7. A. Learners will have major involvement in designing their learning experience.
   B. Educational staffs will have major responsibility for designing learning experiences.

8. A. The average age at which individuals complete their education will be 35 years.
   B. Individuals will continue education and training throughout their life-times.

9. A. A variety of institutions, e.g., community, home and business, will participate in the education process.
   B. Existing educational institutions will maintain major responsibility for providing learning experiences.

10. A. People in teaching roles will usually be older than people in learning roles.
    B. People in teaching roles will often be younger than people in learning roles.

11. A. Housing patterns will change because of lack of capital for single family housing.
    B. Most families will continue to live in single family housing.

12. A. The family will remain the basic economic unit.
    B. The individual will be the basic economic unit.

13. A. Stable friendships will be widely available to most people.
    B. Short-term friendships will be the norm because of increased mobility.

14. A. The family unit will be highly valued.
    B. The family unit will not be highly valued.

15. A. There will be a new type of marriage contract.
    B. There will be a variety of marriage contracts possible.

EVALUATION CRITERIA

Module Objectives

1. Identify characteristics of a Future-Conscious Career Planner. Successful completion will require the participant to correctly answer eight out of ten true-false items related to the characteristics of a Future-Conscious Career Planner. The evaluation is based on Objective 1 in the Postassessment. Correct answers are given in the Coordinator's Guide.
2. Identify future alternatives in the area of work/leisure, education and life style. Successful completion will require the participant to correctly answer twelve out of fifteen items related to future trends data. The evaluation is based on Objective 2 in the Postassessment. Correct answers are given in the Coordinator's Guide.
3. Demonstrate future imaging skills in the area of work/leisure, education and life style. Successful completion will require the participant to receive at least three A or B ratings on the "Future Imaging Skills" section of the "Future-Conscious Career Plan Evaluation Form" in the "Application." Evaluation will be completed by a role play partner.
4. Demonstrate skills in selecting preferred personal future alternatives in the area of work/leisure, education and life style. Successful completion will require the participant to receive at least four A or B ratings on the "Selecting Preferred Personal Future Alternatives Skills" section of the "Future-Conscious Career Plan Evaluation Form" in the "Application." Evaluation will be completed by a role play partner.
5. Demonstrate skills in identifying future adapting skills needed to implement preferred personal future alternatives. Successful completion will require the participant to receive at least three A or B ratings on the "Future Adapting Skills" section of the "Future-Conscious Career Plan Evaluation Form" in the "Application." Evaluation will be completed by a role play partner.

REFERENCES

The following references were used to develop the Future-Conscious Career Planner Model. They provide a good overview of the psychology of the future and the individual's capacity to deal with a future time orientation.

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The following two resources can provide assistance to you as you continue to explore the area of futurism.

1. Educational Resources Information Center (ERIC) - The ERIC collection has considerable information on futurism. It may be searched using Resources in Education (RIE) and Current Index to Journals in Education (CIJE). Descriptors which relate to futurism are: Educational Alternatives, Educational Change, Futures (of Society), Social Change, and Technological Change.

2. The Futurist. Published bimonthly by the World Future Society: An Association for the Study of Alternative Future. This journal provides articles on futurism related to many areas including education, work and life styles. It is available from: World Future Society, P.O. Box 30369, Bethesda Branch, Washington, D.C. 20014.

This staff development booklet is part of a series of career guidance booklets developed by a four state consortium coordinated by the American Institutes for Research. Topics for staff development were determined by the results of a Career Guidance Staff Development Needs Survey administered in the four states. Each booklet will be field tested and revised. The total series is as follows:

CALIFORNIA

Helping Elementary Students Understand Themselves - George Hurlburt, Jr.
Helping Elementary Students Plan for the Future - Diane McCurdy
Evaluating the Cost Effectiveness of Programs for Improving Interpersonal Skills - Milt Wilson
Developing Facility Maintenance Competencies for Career Resource Center Technicians - Clarence Johnson
Developing People Relationship Competencies for Career Resource Center Technicians - Jill Paddick and Dale Dobson
Establishing a Career Resource Center - Robert A. Wood, Niel Rogers, Cella Clinge

MARYLAND

Building Career Information-Seeking Behaviors - Richard H. Byrne
Providing Life/Career Planning for Women and Girls - Janice M. Birk
Utilizing Strategies for Adult Guidance - Zandy Leibowitz and Nancy Schlossberg
Designing Programs for Adult Guidance - Zandy Leibowitz and Nancy Schlossberg

MICHIGAN

Using Change Agent Skills to Manage Career Guidance Program Development - Juliet V. Miller
Using Change Agent Skills to Manage Career Guidance Program Implementation - Juliet V. Miller
Eliminating Stereotypes of Ethnic Minorities Through Career Guidance - Lois P. Brooks
Developing Communication Skills and Program Strategies in Career Guidance for Ethnic Minorities - Lois P. Brooks
Imaging Futuristic Career Guidance Goals - Juliet V. Miller, Garry R. Walz, and Libby Benjamin
Imaging Futuristic Career Guidance Programs - Juliet V. Miller, Garry R. Walz, and Libby Benjamin

MISSOURI

Planning Pre-Employment Programs - Joyce Fielding and Marvin Fielding
Conducting Job Development Programs - Joyce Fielding and Marvin Fielding
Conducting Job Placement Programs - Joyce Fielding and Marvin Fielding
Conducting Follow-Up and Follow-Through Programs - Joyce and Marvin Fielding
Developing Effective Public Relations - Norman C. Gysbers

AMERICAN INSTITUTES FOR RESEARCH

Providing Career Guidance for Young Women - Pamela G. Colby
Providing Guidance Services for Students With Physical Disabilities - Susan L. McBain
Developing and Conducting In-Service Programs - Al Stiller
Helping Students Explore Work and Leisure Options - Pamela G. Colby
Helping Students Develop Career Decision Making Skills - Ellen A. Stewart
Providing Guidance Services for the Elderly - Ellen A. Stewart